**GRADE 6 CREATIVE ARTS SCHEMES OF WORK TERM 1**

NAME OF THE TEACHER:……………………..…………..SCHOOL:………….…………YEAR

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| **Week** | **LSN** | **strand** | **Sub-strand** | **Specific Learning Outcomes** | **Key Inquiry Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment Methods** | **Refl** |
| **1** | **1** | **CREATION AND EXECUTION** | Indigenous Kenyan Wind Instruments – *stringed instruments* | By the end of the lesson, the learner should be able to:   1. identify string instruments from different indigenous communities in Kenya, 2. Observe pictures of stringed instruments in Kenya. 3. Develop curiosity on stringed instruments. | What are some of the stringed instruments in Kenya? | Learner is guided to:  ● watch videos/observe pictures or real string instruments from Kenya and are guided in identifying the instrument by name and community of origin,  ● visit an institution or a cultural /resource center in the community to familiarize themselves with Kenyan indigenous string instruments | Pictures, audio recording, digital devices, sheet music, pitching device,  Spotlight Music Act. TG. Grd 6 Pg.45-47  Spotlight Music Act. Learners Book Grd 6 Pg.32 | Observation schedule  Assessment rubric  Rating scale |  |
|  | **2** |  | *stringed instruments* | By the end of the lesson, the learner should be able to:   1. identify string instruments from different indigenous communities in Kenya, 2. Observe pictures of stringed instruments in Kenya. 3. Develop curiosity on stringed instruments. | What are some of the stringed instruments in Kenya? | Learner is guided to:  ● watch videos/observe pictures or real string instruments from Kenya and are guided in identifying the instrument by name and community of origin,  ● visit an institution or a cultural /resource center in the community to familiarize themselves with Kenyan indigenous string instruments | Pictures, audio recording, digital devices, sheet music, pitching device,  Spotlight Music Act. TG. Grd 6 Pg.45-47  Spotlight Music Act. Learners Book Grd 6 Pg.32 | Observation schedule  Assessment rubric  Rating scale |  |
|  | **3** |  | *stringed instruments* | By the end of the lesson, the learner should be able to:   1. identify string instruments from different indigenous communities in Kenya, 2. watch a video clip on stringed instruments in Kenya. 3. Develop curiosity on stringed instruments. | What are some of the stringed instruments in Kenya? | Learner is guided to:  ● watch videos/observe pictures or real string instruments from Kenya and are guided in identifying the instrument by name and community of origin,  ● visit an institution or a cultural /resource center in the community to familiarize themselves with Kenyan indigenous string instruments | Pictures, audio recording, digital devices, sheet music, pitching device,  Spotlight Music Act. TG. Grd 6 Pg.45-47  Spotlight Music Act. Learners Book Grd 6 Pg.32 | Observation schedule  Assessment rubric  Rating scale |  |
|  | **4** |  | *stringed instruments* | By the end of the lesson, the learner should be able to:   1. identify string instruments from different indigenous communities in Kenya, 2. watch a video clip on stringed instruments in Kenya. 3. Develop curiosity on stringed instruments. | What are some of the stringed instruments in Kenya? | Learner is guided to:  ● watch videos/observe pictures or real string instruments from Kenya and are guided in identifying the instrument by name and community of origin,  ● visit an institution or a cultural /resource center in the community to familiarize themselves with Kenyan indigenous string instruments | Pictures, audio recording, digital devices, sheet music, pitching device,  Spotlight Music Act. TG. Grd 6 Pg.45-47  Spotlight Music Act. Learners Book Grd 6 Pg.32 | Observation schedule  Assessment rubric  Rating scale |  |
|  | **5-6** |  | **Materials for making a stringed instrument** | By the end of the lesson, the learner should be able to:   1. Identify materials for making a fiddle 2. assemble materials for making a string instrument, 3. Develop curiosity on stringed instruments. | Which locally available materials can be used to make a one or two string instrument? | ● research and assemble tools and material from the locality for making a string instrument.  - membranes- leather/skin, canvas/fabric,  - resonators- cylindrical containers, carton materials, hollow wood, string | Pictures, audio recording, digital devices, sheet music, pitching device,  Spotlight Music Act. TG. Grd 6 Pg.56-58  Spotlight Music Act. Learners Book Grd 6 Pg.42 | Observation schedule  Oral questions |  |
| **2** | **1** |  | **Making a fiddle** | By the end of the lesson, the learner should be able to:   1. Identify materials for making a fiddle, 2. make a fiddle using recyclable materials, 3. Develop curiosity in making stringed instruments. | How do we make a fiddle? | ● make a fiddle observing safety while handling tools. | Pictures, audio recording, digital devices, sheet music, pitching device,  Spotlight Music Act. TG. Grd 6 Pg.56-58  Spotlight Music Act. Learners Book Grd 6 Pg.42 | Observation schedule  Oral questions |  |
|  | **2** |  | **Making a fiddle** | By the end of the lesson, the learner should be able to:   1. Identify materials for making a fiddle, 2. make a fiddle using recyclable materials, 3. Develop curiosity in making stringed instruments. | How do we make a fiddle? | ● make a fiddle observing safety while handling tools. | Pictures, audio recording, digital devices, sheet music, pitching device,  Spotlight Music Act. TG. Grd 6 Pg.56-58  Spotlight Music Act. Learners Book Grd 6 Pg.42 | Observation schedule  Oral questions |  |
|  | **3** |  | **Making a fiddle** | By the end of the lesson, the learner should be able to:   1. Identify materials for making a fiddle, 2. make a fiddle using recyclable materials, 3. Develop curiosity in making stringed instruments. | How do we make a fiddle? | ● make a fiddle observing safety while handling tools. | Pictures, audio recording, digital devices, sheet music, pitching device,  Spotlight Music Act. TG. Grd 6 Pg.56-58  Spotlight Music Act. Learners Book Grd 6 Pg.42 | Observation schedule  Oral questions |  |
|  | **4** |  | **Making a fiddle** | By the end of the lesson, the learner should be able to:   1. Identify materials for making a fiddle, 2. make a fiddle using recyclable materials, 3. Develop curiosity in making stringed instruments. | How do we make a fiddle? | ● make a fiddle observing safety while handling tools. | Pictures, audio recording, digital devices, sheet music, pitching device,  Spotlight Music Act. TG. Grd 6 Pg.56-58  Spotlight Music Act. Learners Book Grd 6 Pg.42 | Observation schedule  Oral questions |  |
|  | **5-6** |  | **Tuning a fiddle** | By the end of the lesson, the learner should be able to:   1. identify the parts of a fiddle. 2. Tune a fiddle as guided. 3. Desire to tune a fiddle. | How do we tune a fiddle? | ● take turns to tune a fiddle guided by the teacher/resource person | Pictures, audio recording, digital devices, sheet music, pitching device,  Spotlight Music Act. TG. Grd 6 Pg.50-53  Spotlight Music Act. Learners Book Grd 6 Pg.36 | Observation schedule  Assessment rubric  Rating scale |  |
| **3** | **1** |  | **Functions of parts of a string instrument.** | By the end of the lesson, the learner should be able to:   1. describe the functions of the parts of a string instrument, 2. draw and colour the various parts of a string instrument. 3. appraise our own and others' work. | What are the functions of the parts of a fiddle? | ● draw and name parts of a string instrument and describe the function(s) of each part, | Pictures, audio recording, digital devices, sheet music, pitching device,  Spotlight Music Act. TG. Grd 6 Pg.48-49  Spotlight Music Act. Learners Book Grd 6 Pg.35 | Observation schedule  Assessment rubric  Rating scale |  |
|  | **2** |  | **Functions of parts of a string instrument.** | By the end of the lesson, the learner should be able to:   1. describe the functions of the parts of a string instrument, 2. draw and colour the various parts of a string instrument. 3. appraise our own and others' work. | What are the functions of the parts of a fiddle? | ● draw and name parts of a string instrument and describe the function(s) of each part, | Pictures, audio recording, digital devices, sheet music, pitching device,  Spotlight Music Act. TG. Grd 6 Pg.48-49  Spotlight Music Act. Learners Book Grd 6 Pg.35 | Observation schedule  Assessment rubric  Rating scale |  |
|  | **3** |  | **Care and maintenance of string instruments** | By the end of the lesson, the learner should be able to:   1. name ways we can care and maintain string instruments. 2. Care and maintain string instruments. 3. Appreciate the importance of caring and maintaining string instruments. | What is the importance of caring and maintaining string instruments? | ● in groups are guided on how to care for and maintain a string instrument and discuss the importance of doing so, | Pictures, audio recording, digital devices, sheet music, pitching device,  Spotlight Music Act. TG. Grd 6 Pg.53-56  Spotlight Music Act. Learners Book Grd 6 Pg.39 | Observation schedule  Assessment rubric  Rating scale |  |
|  | **4** |  | **Care and maintenance of string instruments** | By the end of the lesson, the learner should be able to:   1. name ways we can care and maintain string instruments. 2. Care and maintain string instruments. 3. Appreciate the importance of caring and maintaining string instruments. | What is the importance of caring and maintaining string instruments? | ● in groups are guided on how to care for and maintain a string instrument and discuss the importance of doing so, | Pictures, audio recording, digital devices, sheet music, pitching device,  Spotlight Music Act. TG. Grd 6 Pg.53-56  Spotlight Music Act. Learners Book Grd 6 Pg.39 | Observation schedule  Assessment rubric  Rating scale |  |
|  | **5-6** |  | **Drawing still life composition of string instruments by stippling technique** | By the end of the lesson, the learner should be able to:   1. Explain the meaning of stippling technique 2. draw a still-life composition of string instruments using stippling technique, 3. appraise our own and others' work. | What is stippling technique? | ● draw a still-life composition of 2 percussion instruments using stippling technique with emphasis on: overlapping, balance of forms,  tone/ texture,  ● finish the picture using window mounting technique, | Internet, digital devices, pencils, sharpener, drawing book, samples  Spotlight Art & Craft Act. TG. Grd 6 Pg.1-3  Spotlight Art & Craft Act. Learner’s book. Grd 6 Pg.1-3 | Question and answer  Portfolio  Discussion,  Observation  Demonstration |  |
| **4** | **1** |  | **Drawing still life composition of string instruments by stippling technique** | By the end of the lesson, the learner should be able to:   1. Explain the meaning of stippling technique 2. draw a still-life composition of string instruments using stippling technique, 3. appraise our own and others' work. | What is stippling technique? | ● draw a still-life composition of 2 percussion instruments using stippling technique with emphasis on: overlapping, balance of forms,  tone/ texture,  ● finish the picture using window mounting technique, | Internet, digital devices, pencils, sharpener, drawing book, samples  Spotlight Art & Craft Act. TG. Grd 6 Pg.1-3  Spotlight Art & Craft Act. Learner’s book. Grd 6 Pg.1-3 | Question and answer  Portfolio  Discussion,  Observation  Demonstration |  |
|  | **2** |  | **Aspects of overlapping in still life drawing** | By the end of the lesson, the learner should be able to:   1. identify aspects of overlapping in still life drawing. 2. mount pictures of string instruments for display using window mounting technique 3. appraise our own and others' work. | Why is overlapping necessary in still-life drawing? | ● research and identify aspects of overlapping in still life drawing (positioning, number of forms,  perspective),  ● value others’ ideas as they talk about their own and others displayed work. | Internet, digital devices, pencils, sharpener, drawing book, samples  Spotlight Art & Craft Act. TG. Grd 6 Pg.1-3  Spotlight Art & Craft Act. Learner’s book. Grd 6 Pg.1-3 | Question and answer  Portfolio  Discussion,  Observation  Demonstration |  |
|  | **3** | **Volleyball** | **Under-arm service** | By the end of the lesson, the learner should be able to:   1. explain under-arm service in volleyball. 2. execute the under-arm service in volleyball for skills acquisition, 3. value the skills of underarm pass and dig passes in a mini game of volleyball. | How is the game of volleyball played? | Learner is guided to:  ● demonstrate the under-arm service and dig pass (Observe the stance, grip, execution, and follow through), | Open places or marked soccer  pitch, ICT devices, Exercise  books, magazines, internet devices.  KLB Visionary Grd 6 TG pg. 55-58  KLB Visionary Grd 6 Learners Bk. pg. 84-86 | Oral Questions. Observation. |  |
|  | **4** |  | **Under-arm service** | By the end of the lesson, the learner should be able to:   1. explain under-arm service in volleyball. 2. execute the under-arm service in volleyball for skills acquisition, 3. value the skills of underarm pass and dig passes in a mini game of volleyball. | How is the game of volleyball played? | Learner is guided to:  ● demonstrate the under-arm service and dig pass (Observe the stance, grip, execution, and follow through), | Open places or marked soccer  pitch, ICT devices, Exercise  books, magazines, internet devices.  KLB Visionary Grd 6 TG pg. 55-58  KLB Visionary Grd 6 Learners Bk. pg. 84-86 | Oral Questions. Observation. |  |
|  | **5-6** |  | **Dig pass** | By the end of the lesson, the learner should be able to:   1. explain dig pass in volleyball. 2. execute the dig pass in volleyball for skills acquisition, 3. chant French rhythm names in a warm up activity, 4. value the skills of underarm pass and dig passes in a mini game of volleyball. | How is the game of volleyball played? | ● practise the skills of underarm service and dig pass in a mini game  ● recite French rhythm names (ta-te, taa, taa-aa, taaaa-aa-aa) in a warm up activity following a given pattern and tempo | Open places or marked soccer,pitch, ICT devices, Exercise  books, magazines, internet devices.  KLB Visionary Grd 6 TG pg.52-55  KLB Visionary Grd 6 Learners Bk. pg. 80-83 | Oral Questions.  Observation. |  |
| **5** | **1** |  | **Applique technique** | By the end of the lesson, the learner should be able to:   1. explain the meaning of the term applique, 2. label volleyball playing kit using the applique technique, 3. appreciate the importance of applique technique in drawing. | What is applique technique? | ● use the applique technique to label a volleyball playing kit with emphasis on;  - choice of material  - colour contrast  - stitching or pasting method  - positioning | A pair of scissors , pencils, ruler, piece of hard paper such as manila  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 62-63*  *Bookmark Art and Craft Grade 5 TG Pg. 75-78* | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **2** |  | **Applique technique** | By the end of the lesson, the learner should be able to:   1. explain the meaning of the term applique, 2. label volleyball playing kit using the applique technique, 3. appreciate the importance of applique technique in drawing. | What is applique technique? | ● use the applique technique to label a volleyball playing kit with emphasis on;  - choice of material  - colour contrast  - stitching or pasting method  - positioning | A pair of scissors , pencils, ruler, piece of hard paper such as manila  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 62-63*  *Bookmark Art and Craft Grade 5 TG Pg. 75-78* | Question and answer Portfolio Discussion, Observation Demonstration |  |
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|  | **4** |  | **Applique technique** | By the end of the lesson, the learner should be able to:   1. explain the meaning of the term applique, 2. label volleyball playing kit using the applique technique, 3. appreciate the importance of applique technique in drawing. | What is applique technique? | ● use the applique technique to label a volleyball playing kit with emphasis on;  - choice of material  - colour contrast  - stitching or pasting method  - positioning | A pair of scissors , pencils, ruler, piece of hard paper such as manila  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 62-63*  *Bookmark Art and Craft Grade 5 TG Pg. 75-78* | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **5-6** |  | **Materials for drawing** | By the end of the lesson, the learner should be able to:   1. identify locally available materials for drawing, 2. observe pictures of drawing materials. 3. appreciate the importance of drawing materials. | What are the sources of natural dyes? | ● search the environment for recyclable paper/drawing surfaces (newsprint, packaging papers, sugar paper, brown papers, tracing papers), | Internet, digital devices, pencils, sharpener, drawing book, samples  Spotlight Art & Craft Act. TG. Grd 6 Pg.5-6  Spotlight Art & Craft Act. Learner’s book. Grd 6 Pg.5-7 | Question and answer  Portfolio  Discussion,  Observation  Demonstration |  |
| **6** | **1** |  | **Materials for drawing** | By the end of the lesson, the learner should be able to:   1. identify locally available materials for drawing, 2. observe pictures of drawing materials. 3. appreciate the importance of drawing materials. | What are the sources of natural dyes? | ● search the environment for recyclable paper/drawing surfaces (newsprint, packaging papers, sugar paper,  brown papers, tracing papers), | Internet, digital devices, pencils, sharpener, drawing book, samples  Spotlight Art & Craft Act. TG. Grd 6 Pg.5-6  Spotlight Art & Craft Act. Learner’s book. Grd 6 Pg.5-7 | Question and answer  Portfolio  Discussion,  Observation  Demonstration |  |
|  | **2** |  | **Materials for drawing** | By the end of the lesson, the learner should be able to:   1. identify locally available materials for drawing, 2. assemble locally available materials for drawing. 3. appreciate the importance of drawing materials. | What are the sources of natural dyes? | ● search the environment for recyclable paper/drawing surfaces (newsprint, packaging papers, sugar paper,  brown papers, tracing papers), | Internet, digital devices, pencils, sharpener, drawing book, samples  Spotlight Art & Craft Act. TG. Grd 6 Pg.5-6  Spotlight Art & Craft Act. Learner’s book. Grd 6 Pg.5-7 | Question and answer  Portfolio  Discussion,  Observation  Demonstration |  |
|  | **3** |  | **Tracing pictures** | By the end of the lesson, the learner should be able to:   1. identify pictures of skills in netball, 2. trace the pictures and cut out templates 3. value the skills of underarm pass and dig passes in a mini game of volleyball. | How do we trace and cut out templates? | ● source virtual or actual pictures of players executing skills in netball (dig pass and underarm service),  ● trace the pictures and cut-out templates, | Internet, digital devices, pencils, sharpener, drawing book, samples  Spotlight Art & Craft Act. TG. Grd 6 Pg.5-6  Spotlight Art & Craft Act. Learner’s book. Grd 6 Pg.5-7 | Question and answer  Portfolio  Discussion,  Observation  Demonstration |  |
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|  | **5-6** |  | **Tracing pictures** | By the end of the lesson, the learner should be able to:   1. identify pictures of skills in netball, 2. trace the pictures and cut out templates 3. value the skills of underarm pass and dig passes in a mini game of volleyball. | How do we trace and cut out templates? | ● source virtual or actual pictures of players executing skills in netball (dig pass and underarm service),  ● trace the pictures and cut-out templates, | Internet, digital devices, pencils, sharpener, drawing book, samples  Spotlight Art & Craft Act. TG. Grd 6 Pg.5-6  Spotlight Art & Craft Act. Learner’s book. Grd 6 Pg.5-7 | Question and answer  Portfolio  Discussion,  Observation  Demonstration |  |
| **7** | **1** |  | **Creating pictures using block shading technique** | By the end of the lesson, the learner should be able to:   1. describe block shading technique. 2. create a picture of a players executing volleyball skills using block shading technique, 3. value the skills of underarm pass and dig passes in a mini game of volleyball. | What is block shading technique? | ● Use the template to draw an outline of players executing a skill in volleyball | Plain papers, rulers, pencils, crayons, paint brushes, water colours, poster  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 59-60*  *Bookmark Art and Craft Grade 5 TG Pg. 70-71* | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **2** |  | **Creating pictures using block shading technique** | By the end of the lesson, the learner should be able to:   1. describe block shading technique. 2. create a picture of a players executing volleyball skills using block shading technique, 3. value the skills of underarm pass and dig passes in a mini game of volleyball. | What is block shading technique? | ● Use the template to draw an outline of players executing a skill in volleyball | Plain papers, rulers, pencils, crayons, paint brushes, water colours, poster  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 59-60*  *Bookmark Art and Craft Grade 5 TG Pg. 70-71* | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **3** |  | **Creating pictures using block shading technique** | By the end of the lesson, the learner should be able to:   1. describe block shading technique. 2. create a picture of a players executing volleyball skills using block shading technique, 3. value the skills of underarm pass and dig passes in a mini game of volleyball. | What is block shading technique? | ● block-shade the pictures using appropriate media contrasting with the background (pencils, charcoal, chalk, crayons),  ● display the pictures for appraising own and others' work. | Plain papers, rulers, pencils, crayons, paint brushes, water colours, poster  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 59-60*  *Bookmark Art and Craft Grade 5 TG Pg. 70-71* | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **4** |  | **Creating pictures using block shading technique** | By the end of the lesson, the learner should be able to:   1. describe block shading technique. 2. create a picture of a players executing volleyball skills using block shading technique, 3. value the skills of underarm pass and dig passes in a mini game of volleyball. | What is block shading technique? | ● block-shade the pictures using appropriate media contrasting with the background (pencils, charcoal, chalk, crayons),  ● display the pictures for appraising own and others' work. | Plain papers, rulers, pencils, crayons, paint brushes, water colours, poster  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 59-60*  *Bookmark Art and Craft Grade 5 TG Pg. 70-71* | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **5-6** | **Composing rhythm** | **Identifying words with French rhythm names** | By the end of the lesson, the learner should be able to:   1. interpret rhythmic patterns using french rhythm names taa, taa-aa, ta-te, taa-aa-aaaa, 2. identify words with French rhythm names 3. appreciate rhythmic patterns created by self and others. | How are French rhythm names used to create rhythmic patterns? | Learner is guided to:  ● listen to /sing familiar songs and are guided in identifying words with the French rhythm names taa, ta-te, taa-aa, taa-aa-aa-aa, | Percussion music instruments  Flash cards Charts, recording devices  Spotlight Music Act. TG. Grd 6 Pg.84-90  Spotlight Music Act. Learners Book Grd 6 Pg.63 | Observation  schedule  Oral questions |  |
| **8** | **1** |  | **Identifying words with French rhythm names** | By the end of the lesson, the learner should be able to:   1. interpret rhythmic patterns using french rhythm names taa, taa-aa, ta-te, taa-aa-aaaa, 2. identify words with French rhythm names 3. appreciate rhythmic patterns created by self and others. | How are French rhythm names used to create rhythmic patterns? | Learner is guided to:  ● listen to /sing familiar songs and are guided in identifying words with the French rhythm names taa, ta-te, taa-aa, taa-aa-aa-aa, | Percussion music instruments  Flash cards Charts, recording devices  Spotlight Music Act. TG. Grd 6 Pg.84-90  Spotlight Music Act. Learners Book Grd 6 Pg.63 | Observation  schedule  Oral questions |  |
|  | **2** |  | **Identifying words with French rhythm names** | By the end of the lesson, the learner should be able to:   1. interpret rhythmic patterns using french rhythm names taa, taa-aa, ta-te, taa-aa-aaaa, 2. identify words with French rhythm names 3. appreciate rhythmic patterns created by self and others. | How are French rhythm names used to create rhythmic patterns? | ● in groups or individually tap/ clap/stamp rhythmic patterns containing taa, ta-te, taa-aa, taa-aa-aa-aa, | Percussion music instruments  Flash cards Charts, recording devices  Spotlight Music Act. TG. Grd 6 Pg.84-90  Spotlight Music Act. Learners Book Grd 6 Pg.63 | Observation  schedule  Oral questions |  |
|  | **3** |  | **Identifying words with French rhythm names** | By the end of the lesson, the learner should be able to:   1. interpret rhythmic patterns using french rhythm names taa, taa-aa, ta-te, taa-aa-aaaa, 2. identify words with French rhythm names 3. appreciate rhythmic patterns created by self and others. | How are French rhythm names used to create rhythmic patterns? | ● in groups or individually clap/tap/stamp rhythms of a familiar songs while reciting the French  rhythm names, | Percussion music instruments  Flash cards Charts, recording devices  Spotlight Music Act. TG. Grd 6 Pg.84-90  Spotlight Music Act. Learners Book Grd 6 Pg.63 | Observation  schedule  Oral questions |  |
|  | **4** |  | **Identifying words with French rhythm names** | By the end of the lesson, the learner should be able to:   1. interpret rhythmic patterns using french rhythm names taa, taa-aa, ta-te, taa-aa-aaaa, 2. identify words with French rhythm names 3. appreciate rhythmic patterns created by self and others. | How are French rhythm names used to create rhythmic patterns? | ● listen to/watch/perform familiar songs with taaaa-aa-aa, taa-aa, taa, ta-te and clap/tap the rhythm, | Percussion music instruments  Flash cards Charts, recording devices  Spotlight Music Act. TG. Grd 6 Pg.84-90  Spotlight Music Act. Learners Book Grd 6 Pg.63 | Observation  schedule  Oral questions |  |
|  | **5-6** | **HALF TERM** | | | | | | | | |
| **9** | **1** |  | **Creating rhythmic patterns** | By the end of the lesson, the learner should be able to:   1. name the techniques used in creating rhythms. 2. compose a simple rhythmic pattern using the French rhythm names taa, taa-aa, ta-te,taaaa-aa-aa, 3. appreciate rhythmic patterns created by self and others. | Why create rhythm in different beat patterns? | ● apply various techniques (repetition of note values, variation of note values, ending) to create rhythmic patterns using a combination of French  rhythm names of semibreve, minim crotchet, and quaver  (***N.B observe integrity in producing original rhythmic patterns***), | Percussion, music instruments  Flash cards, Charts, recording devices  Spotlight Music Act. TG. Grd 6 Pg.98-100  Spotlight Music Act. Learners Book Grd 6 Pg.73 | Observation  schedule  Oral questions |  |
|  | **2** |  | **Creating rhythmic patterns** | By the end of the lesson, the learner should be able to:   1. name the techniques used in creating rhythms. 2. compose a simple rhythmic pattern using the French rhythm names taa, taa-aa, ta-te,taaaa-aa-aa, 3. appreciate rhythmic patterns created by self and others. | Why create rhythm in different beat patterns? | ● apply various techniques (repetition of note values, variation of note values, ending) to create rhythmic patterns using a combination of French  rhythm names of semibreve, minim crotchet, and quaver  (***N.B observe integrity in producing original rhythmic patterns***), | Percussion, music instruments  Flash cards, Charts, recording devices  Spotlight Music Act. TG. Grd 6 Pg.98-100  Spotlight Music Act. Learners Book Grd 6 Pg.73 | Observation  schedule  Oral questions |  |
|  | **3** |  | **Creating rhythmic patterns** | By the end of the lesson, the learner should be able to:   1. name the techniques used in creating rhythms. 2. compose a simple rhythmic pattern using the French rhythm names taa, taa-aa, ta-te,taaaa-aa-aa, 3. appreciate rhythmic patterns created by self and others. | Why create rhythm in different beat patterns? | ● use digital resources to further their skills of creating rhythms,  ● share created rhythms with peers for feedback, | Percussion, music instruments  Flash cards, Charts,  Spotlight Music Act. TG. Grd 6 Pg.98-100  Spotlight Music Act. Learners Book Grd 6 Pg.73 | Observation  schedule  Oral questions |  |
|  | **4** |  | **Creating rhythmic patterns** | By the end of the lesson, the learner should be able to:   1. name the techniques used in creating rhythms. 2. compose a simple rhythmic pattern using the French rhythm names taa, taa-aa, ta-te,taaaa-aa-aa, 3. appreciate rhythmic patterns created by self and others. | Why create rhythm in different beat patterns? | ● use digital resources to further their skills of creating rhythms,  ● share created rhythms with peers for feedback, | Percussion, music instruments  Flash cards, Charts, recording devices  Spotlight Music Act. TG. Grd 6 Pg.98-100  Spotlight Music Act. Learners Book Grd 6 Pg.73 | Observation  schedule  Oral questions |  |
|  | **5-6** |  | **Collage** | By the end of the lesson, the learner should be able to:   1. explain the meaning of collage. 2. create a newspaper collage composition based on music performance, 3. develop curiosity In crating collage | How do we create a collage? | ● explore actual or virtual samples of collage pictorial composition with emphasis;  - meaning of collage technique  - characteristics of collage  ● collect and prepare varied suitable materials to be used in making collage with focus on:  - texture and colour of the materials,  - improvised / artificial adhesives,  - support, | Digital devices  Samples of collages having landscape pictorial features, samples of materials for making collage  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 25*  *Bookmark Art and Craft Grade 5 TG Pg. 34-36* | Question and answer Portfolio Discussion, Observation Demonstration |  |
| **10** | **1-2** |  | **Collage** | By the end of the lesson, the learner should be able to:   1. explain the meaning of collage. 2. create a newspaper collage composition based on music performance, 3. develop curiosity In crating collage | How do we create a collage? | ● in groups, produce a collage pictorial composition based on musical performance putting into account;  - sketching on the support,  - pasting materials  - colour/texture variation  - neatening/ finishing | Samples of collages having landscape pictorial features, samples of materials for making collage  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 25*  *Bookmark Art and Craft Grade 5 TG Pg. 34-36* | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **3** |  | **Melodies in three and four beat time patterns** | By the end of the lesson, the learner should be able to:   1. identify melodies in three and four beat time patterns, 2. improvise rhythms in three and four beat patterns on a percussion instrument, 3. appreciate rhythmic patterns created by self and others. | How do we improvise rhythms? | ● listen to songs and identify songs in three and four beat patterns,  ● in groups and individually, imitate short rhythms of melodies in three and four beat time patterns  displayed on flash cards, | Percussion music  instruments  Flash cards, Charts, recording devices  Spotlight Music Act. TG. Grd 6 Pg.101-104  Spotlight Music Act. Learners Book Grd 6 Pg.76 | Observation  Schedule  Oral questions |  |
|  | **4** |  | **Improvising short rhythms** | By the end of the lesson, the learner should be able to:   1. identify melodies in three and four beat time patterns, 2. improvise rhythms in three and four beat patterns on a percussion instrument, 3. appreciate rhythmic patterns created by self and others. | How do we improvise rhythms? | ● take turns to improvise short rhythms in three and four beat patterns using percussion instruments,  ● use different colours (contrasting colours) to mark the strong and weak beats of rhythms in three and four beat patterns,  ● share the work with peers for critique and feedback for improvement | Percussion music  instruments  Flash cards, Charts, recording devices  Spotlight Music Act. TG. Grd 6 Pg.105-109  Spotlight Music Act. Learners Book Grd 6 Pg.80 | Observation  Schedule  Oral questions |  |
|  | **5** |  | **Improvising short rhythms** | By the end of the lesson, the learner should be able to:   1. identify melodies in three and four beat time patterns, 2. improvise rhythms in three and four beat patterns on a percussion instrument, 3. appreciate rhythmic patterns created by self and others. | How do we improvise rhythms? | ● take turns to improvise short rhythms in three and four beat patterns using percussion instruments,  ● use different colours (contrasting colours) to mark the strong and weak beats of rhythms in three and four beat patterns,  ● share the work with peers for critique and feedback form improvement | Percussion music  instruments  Flash cards, Charts, recording devices  Spotlight Music Act. TG. Grd 6 Pg.105-109  Spotlight Music Act. Learners Book Grd 6 Pg.80 | Observatio  n schedule  Oral questions |  |
|  | **6** | **Gymnastics** | **Samples of woven items** | By the end of the lesson, the learner should be able to:   1. name samples of woven items made using twill weave. 2. Observe pictures of woven items done using 2/2 twill weave. 3. Appreciate the importance of woven items. | Why is recycling beneficial to the environment? | Learner is guided to;  ● watch and analyze, virtual and actual  samples of woven items done using 2/2  twill weave, | Cutting tools  Sisal stripping tools, weaving materials, maize stalk, reeds and twigs  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 29*  *Bookmark Art and Craft Grade 5 TG Pg. 42* | Question and answer Portfolio Discussion, Observation Demonstration |  |
| **11** | **1** |  | **Samples of woven items** | By the end of the lesson, the learner should be able to:   1. name samples of woven items made using twill weave. 2. Observe pictures of woven items done using 2/2 twill weave. 3. Appreciate the importance of woven items. | Why is recycling beneficial to the environment? | Learner is guided to;  ● watch and analyze, virtual and actual  samples of woven items done using 2/2  twill weave, | Cutting tools  Sisal stripping tools, weaving materials, maize stalk, reeds and twigs  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 29*  *Bookmark Art and Craft Grade 5 TG Pg. 42* | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **2** |  | **Samples of woven items** | By the end of the lesson, the learner should be able to:   1. name samples of woven items made using twill weave. 2. Observe pictures of woven items done using 2/2 twill weave. 3. Appreciate the importance of woven items. | Why is recycling beneficial to the environment? | Learner is guided to;  ● watch and analyze, virtual and actual  samples of woven items done using 2/2  twill weave, | Cutting tools  Sisal stripping tools, weaving materials, maize stalk, reeds and twigs  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 29*  *Bookmark Art and Craft Grade 5 TG Pg. 42* | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **3** |  | **Materials for weaving a mat** | By the end of the lesson, the learner should be able to:   1. Identify materials for weaving a mat. 2. Assemble locally available materials for weaving a mat. 3. Appreciate collecting materials for weaving a mat. | What materials can we use to weave a mat? | ● collect and prepare recyclable materials from the local environment for weaving mat, (yarns from old woven items, polythene materials, fibres among others) | Cutting tools  Sisal stripping tools, weaving materials, maize stalk, reeds and twigs  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 30-32*  *Bookmark Art and Craft Grade 5 TG Pg. 42-43* | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **4** |  | **Materials for weaving a mat** | By the end of the lesson, the learner should be able to:   1. Identify materials for weaving a mat. 2. Assemble locally available materials for weaving a mat. 3. Appreciate collecting materials for weaving a mat. | What materials can we use to weave a mat? | ● collect and prepare recyclable materials from the local environment for weaving mat, (yarns from old woven items, polythene materials, fibres among others) | Cutting tools  Sisal stripping tools, weaving materials, maize stalk, reeds and twigs  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 30-32*  *Bookmark Art and Craft Grade 5 TG Pg. 42-43* | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **5-6** |  | **Making a wooden frame loom using mitre joints** | By the end of the lesson, the learner should be able to:   1. List safety measures when using tools, 2. Make a wooden frame loom using mitre joints. 3. appreciate own and peers’ woven mats used for gymnastics performance. | How do we make a wooden frame loom? | ● make a wooden frame loom using mitre joints,  (NB: observe hygiene and safety measures while picking and preparing found materials, using sharp tools while making the frame) | Cutting tools  Sisal stripping tools, weaving materials, maize stalk, reeds and twigs  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 33-34*  *Bookmark Art and Craft Grade 5 TG Pg. 43-44* | Question and answer Portfolio Discussion, Observation Demonstration |  |
| **12** | **1** |  | **Making a wooden frame loom using mitre joints** | By the end of the lesson, the learner should be able to:   1. List safety measures when using tools, 2. Make a wooden frame loom using mitre joints. 3. appreciate own and peers’ woven mats used for gymnastics performance. | How do we make a wooden frame loom? | ● make a wooden frame loom using mitre joints,  (NB: observe hygiene and safety measures while picking and preparing found materials, using sharp tools while making the frame) | Cutting tools  Sisal stripping tools, weaving materials, maize stalk, reeds and twigs  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 33-34*  *Bookmark Art and Craft Grade 5 TG Pg. 43-44* | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **2** |  | **Making a small floor mat (twill weave 2/2) using frame loom** | By the end of the lesson, the learner should be able to:   1. explain how we can weave using 2/2 twill technique 2. weave a floor mat using 2/2 twill technique to be used for gymnastics performance, 3. appreciate own and peers’ woven mats used for gymnastics performance. | What is 2/2 twill technique? | ● individually, weave a small floor mat  (1x1ft) for gymnastics performance using (twill weave 2/2) on a frame loom with emphasis on colour variation and finishing techniques, | Cutting tools  Sisal stripping tools, weaving materials, maize stalk, reeds and twigs  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 34-36*  *Bookmark Art and Craft Grade 5 TG Pg. 44-46* | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **3** |  | **Making a small floor mat (twill weave 2/2) using frame loom** | By the end of the lesson, the learner should be able to:   1. explain how we can weave using 2/2 twill technique 2. weave a floor mat using 2/2 twill technique to be used for gymnastics performance, 3. appreciate own and peers’ woven mats used for gymnastics performance. | What is 2/2 twill technique? | ● individually, weave a small floor mat  (1x1ft) for gymnastics performance using (twill weave 2/2) on a frame loom with emphasis on colour variation and finishing techniques, | Cutting tools  Sisal stripping tools, weaving materials, maize stalk, reeds and twigs  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 34-36*  *Bookmark Art and Craft Grade 5 TG Pg. 44-46* | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **4** |  | **Making a small floor mat (twill weave 2/2) using frame loom** | By the end of the lesson, the learner should be able to:   1. explain how we can weave using 2/2 twill technique 2. weave a floor mat using 2/2 twill technique to be used for gymnastics performance, 3. appreciate own and peers’ woven mats used for gymnastics performance. | What is 2/2 twill technique? | ● individually, weave a small floor mat  (1x1ft) for gymnastics performance using (twill weave 2/2) on a frame loom with emphasis on colour variation and finishing techniques, | Cutting tools  Sisal stripping tools, weaving materials, maize stalk, reeds and twigs  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 34-36*  *Bookmark Art and Craft Grade 5 TG Pg. 44-46* | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **5-6** |  | **Making a small floor mat (twill weave 2/2) using frame loom** | By the end of the lesson, the learner should be able to:   1. explain how we can weave using 2/2 twill technique 2. weave a floor mat using 2/2 twill technique to be used for gymnastics performance, 3. appreciate own and peers’ woven mats used for gymnastics performance. | What is 2/2 twill technique? | ● In groups, stitch the small pieces together to make a large floor mat for gymnastics with emphasis on;  - type of finishing stitch,  - colour pattern and, - texture)  ● display and positively critique each other’s woven items for reflective feedback, | Cutting tools  Sisal stripping tools, weaving materials, maize stalk, reeds and twigs  *Bookmark Art and Craft Learners Bk. Grade 5 Pg. 34-36*  *Bookmark Art and Craft Grade 5 TG Pg. 44-46* | Question and answer Portfolio Discussion, Observation Demonstration |  |
| **13** | **END TERM ASSESSMENT/CLOSING** | | | | | | | | | |